

**SKRIPSI**

**THE IMPROVEMENT OF THE STUDENTS' ABILITY IN READING  
COMPREHENSION THROUGH EXTENSIVE READING AT GRADE XI  
MADRASAH ALIYAH SWASTA AL-WASHLIYAH 21 FIRDAUS 2016/2017**

*Submitted to Faculty of Tarbiyah and Teachers Training, State Islamic University of  
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Pendidikan*

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

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Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

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## **SURAT PERNYATAAN**

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dan ringkasan yang semuanya sudah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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## ABSTRACT

This study was conducted to improve the students' ability in reading comprehension through Extensive Reading. The subjects of this study were 23 students and collaborator at the XI Grade of MAS Al-Washliyah 21 Firdaus in the academic year 2016/2017. This researcher applied by using classroom action research. The technique of analyzing data of this study was applied by using Miles and Huberman (data reduction, data display, and conclusion drawing). The qualitative data were taken from interview, diary notes, observation sheet, and documentation. The quantitative data were taken from the test.

The result of the analysis showed that mean of the pre test was 64,91. Where, 6 students passed criteria score was only 26%, and 17 students failed criteria score it was 74%. The mean of cycle I was 72,60. Where, 9 students passed criteria score it was 39%, and 14 students failed criteria score it was 61 %. And the mean of the cycle II 84,17. Where 19 students passed criteria score it was 83%, and 4 students failed criteria score it was 17%. It indicated that the implementation of Extensive Reading can improve the students' ability in reading comprehension. It's strengthened by the result of observation showed that most of the students in teaching learning process were active and serious in joining the lesson. They are active in discussing and understanding of the text.

**Key word:** *Ability in Reading Comprehension and Extensive reading*

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I would be pleasure to accept some critics and correction to this *skripsi* because I believe that it still far from perfect. Finally, I hope this *skripsi* will be beneficial for those who read in the field of education.

Medan, 26 April 2017

Nurul Amalia

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

The objective of teaching reading comprehension is that students are able to understand and interpret what they read<sup>1</sup>. The students are able to pronounce the words in a text to grasp which parts are important or to determine the main idea of a purpose. The students are able to find information, it means that the students must be able to comprehend the meaning of the text.

Based on, the guideline KTSP states that the standard competence of the senior high school for reading are the students should be able to identify the main idea, specific information, inference, the word meaning, phrase and sentence of functional text and simple essay. It can be seen that reading is one of important skills that have to be mastered by the student.

In reality, the expected result from learning reading have not been achieved yet, Based on the writer's experienced the students of MAS Al-Washliyah 21 Firdaus, the students could not read well. The students had low ability in reading comprehension. The first problem was that the students had got less information. The second problem was that the students didn't know the main ideas in paragraph. The third problem was that the students had difficulty to comprehend the text they read.

There are many factors that cause the low ability in reading comprehension: Internal and External. The internal factors are: motivation, IQ (Intelligence Quotient), interest, talent etc. The external factors are: teachers, friends, parents, facilities,

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<sup>1</sup> Education k-12,"*What is the purpose of reading comprehension?*"  
(<https://www.reference.com/education/purpose-reading-comprehension> 664378e483c1b812),  
accessed on February, 12th, 2012 at 11:01 a.m.

including method of teaching reading. Method can cause the students low ability in reading comprehension because method can make teaching in reading more affective to improve the students.

There are many methods that can be applied to improve the students' ability in reading comprehension. Brown stated that many types of reading method may occur in a language classroom<sup>2</sup>, such as: skimming, scanning, intensive including extensive reading. Extensive reading as approach to teaching reading may be thought of in term of purpose or outcome. Extensive reading is relaxing, informal, and allows students to choose materials based on their English proficiency level and their interests. Also, it involves reading large quantities of text for general understanding of content with the purpose of having pleasure, and includes individualized and independent reading, which gives students the chance to select the materials based on their own interest.

Extensive Reading can improve students' ability in reading comprehension because focused on help students to achieve a general understanding of a text. According to Carrell and Carson, 'Extensive Reading generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language'.<sup>3</sup> Extensive reading is free reading for pleasure, for interest in the subject matter, or the acquisition of information. Extensive Reading is a key to students gain in reading ability, reading habits, linguistic competence, vocabulary, and

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<sup>2</sup> H Douglas Brown, *Teaching by principles: an interactive approach to language pedagogy Second edition*, (San Francisco: Addition Wesley Logman, 2000), p. 312

<sup>3</sup> Willy A. Renandya, *The Power of Extensive Reading* (Los Angeles: SAGE Publications 2007 Vol 38(2) 133-149), p.134

help students get much information from text. Those are some advantages extensive reading that can improve students' ability in reading comprehension.

Based on explanation above, the writer is interested in conducting a research on the title:

**“THE IMPROVEMENT OF THE STUDENTS’ ABILITY IN READING COMPREHENSION THROUGH EXTENSIVE READING AT GRADE XI MADRASAH ALIYAH SWASTA AL-WASHLIYAH 21 FIRDAUS 2016/2017”**

**B. Identification of the Problem**

Based on the background of the problem, the problem can be identified as follows: (1) The students' have no motivation to read, (2) The students had difficulty to comprehend the text. (3) The teacher does not use the appropriate method in teaching reading. (4) Extensive Reading method cause the ability of the students in reading comprehension, and etc. Many problems that can be identified. Therefore, the researcher would like to limit it.

**C. Limitation of the Problem**

Based on identification of the problem above the writer, limited the problem only on The Improvement of the Students' Ability in Reading Comprehension through Extensive Reading.

**D. Formulation of the Problem**

Based on the limitation of the problem above the writer, formulates the following problem: How can Extensive Reading to improve the students' ability in reading comprehension?

### **E. Objective of the Study**

Based on formulation of the problem above, the objective of the study is to find out: To know the improvement students' ability in reading comprehension through Extensive Reading

### **F. Significance of the Study**

The result of this study is expected to give some benefits theoretically, and practically: Theoretically, this study expected to enhance the literature and provide more information the alternative way of teaching reading comprehension by using extensive reading, Practically, expected to give contribution to the effectiveness of reading comprehension, both of the students and English teacher who teaches at MAS AL-WASHLIYAH 21 FIRDAUS as an input teaching reading. a) Student can be applied independently in helping them to reading. b) Teacher can also use Extensive reading as one of alternative ways in solving students reading problems c) The principle of MAS AL-WASHLIYAH 21 FIRDAUS in order provided better facilities to enhance students learning. d) To help other researchers who want to do further in the same subject deeply.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Review

##### 1. Ability in Reading Comprehension

###### a. Ability

Ability is defined in terms of performance on a particular task or class of tasks. According to Widgor and Garner define ability as "systematic observation of performance on a task." In an earlier draft the authors were even more focused: Ability is "how well a person performs a defined task if he does his best."<sup>4</sup>

Taken from Oxford Advanced Learner's Dictionary of Current English, Ability is: (a) Potential capacity of power to do something physical or mental, (b) Cleverness intelligence, (c) special natural power to do something well.<sup>5</sup>

Abilities are innate profiles of biopsychological potentials representing coordinated profiles of individual intelligences. In our framework, these potential (or unrealized) abilities define a space of possible competencies (which are realized abilities).<sup>6</sup>

Based on the explanation above, we can say that ability concern with that someone performs and do best. Learning ability of the students is realized in the form of score. In the other word, student's ability is done by students especially to increase their skill.

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<sup>4</sup> David F. Lohman, *Issues in the definition and measurement of abilities* (Paper presented at the Second Spearman Seminar, University of Plymouth, July 14, 1997),p. 8

<sup>5</sup> A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* Oxford : (University Press, 1974),p. 2

<sup>6</sup> Robert J. Sternberg and Elena L. Grigorenko, *The Psychology of Abilities, Competencies and Expertise*, (United Stated of Amerika: Cambridge University Press, 2003),p. 142

## b. Reading Comprehension

Reading is very important for us, because by reading we can enlarge and improve our knowledge. Allah SWT suggested on the holy Al-Qur'an in Surah Al-Alaq 1-5:<sup>7</sup>

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ ﴿٢﴾  
مِنْ عَلَقٍ ﴿٣﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٤﴾ الَّذِي عَلَّمَ  
بِالْقَلَمِ ﴿٥﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٦﴾

*Meaning: "Read: In the name of thy Lord who createth, Createth man from a clot. Read: And thy Lord is the Most Bounteous, Who teacheth by the pen, Teacheth man that which he knew not". (Al-Alaq 1-5)*<sup>8</sup>

The verse above means that to get more expression or getting more information they have to reading expect that students can be more active and creative for development their knowledge , because reading contain the various kinds of information with various filed of knowledge to give a change to students in learning .

Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.<sup>9</sup>

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<sup>7</sup> Department Agama RI, *Al-Quran dan Terjemahannya*, (Bandung,,: Cv Penerbit Diponegoro, 2005),p.479

<sup>8</sup> Yusuf Ali, *The Meaning of The Holy Qur'an*, p. 240

<sup>9</sup> Deborah Daiek, *Critical Reading for College and Beyond*, (New York: McGraw Hill, 2004),p. 5



According to Iser, "reading is not simply a text-based activity, but an interactive (transactive process) in which reader and the text both contribute to the meaning that evolves"<sup>10</sup>

Based on the explanation above, reading is not easy activity, reading must always be a meaning getting process and connect what the information words has the author written, the teacher can quite students in reading and get the main idea in passage they are reading

In addition, Korels says that reading is only incidentally visual in which more information is contributed by the readers than by the print on the page, and they understand what they read, because they are able to take stimulus beyond its graphic representation and assign it membership to an appropriate group of concept already stored in their memories.<sup>11</sup>

Based on the explanation above, reading is process of readers combining information from text and should be master by every student if they want to comprehend the text entirely.

Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally.<sup>12</sup> There are three main purposes for reading: (1) Reading to search for simple information: Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is

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<sup>10</sup> Flippo, and Rona F, *Handbook of College Reading and Study Strategy Research*, (London: Lawrence Erlbaum Associates, Inc,2000),p.150

<sup>11</sup> Sanggam siahaan, *Issues in Linguistics*, (Yogyakarta:graham ilmu2008) p. 111

<sup>12</sup> William grabe and fredricka L.Stoller, *Teaching and Resercing Reading* (Britian: pearson education, 2002)p. 12-14

probably best seen as a type of reading ability. (2) Reading to integrate information, write and critique texts: Reading to integrate information requires additional decisions about the relative Importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. (3) Reading for general comprehension: The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

Reading is also a comprehending process. The notion of comprehending is both obvious and subtle. It is obvious in that any person could say that understanding a text is the purpose for reading; it is less obvious with respect to the ways that such understanding might be carried out by the reader, as will be seen in the next section.<sup>13</sup>

Grabe state that reading comprehension is an extraordinary feat of balancing and according many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent reader.<sup>14</sup> it means that is not only recognizing words but also thinking responding.

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<sup>13</sup>Siahaan, *op,cit*, p. 18

<sup>14</sup> Grabe, Wand Stoler, FL,*Teaching and Researching Reading* (Malay: Logman, 2001)p.29

Reading comprehension is a very complex activity. So much occurs inside the mind of the readers as the eyes glide over the printed words. Accomplished readers (like most of us) have become so good at it through a lifetime of practice that it's easy to forget how tough it really is, how completed the comprehension process is.<sup>15</sup>

Based on the explanation above, Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. The readers have superiority and weakness from the text they read. The superiority that person can understand what they read and the weakness they have less understand what they read.

Thomas Barrett (Clymer, 1968) developed a simple three-level taxonomy that is useful in understanding how readers comprehend<sup>16</sup>. (1) Literal or factual comprehension. This refers to the simple understanding of the information that is explicitly stated in the text, there are some abilities: (a) Knowledge of word meanings, (b) Recall of details directly stated or paraphrased in own word. (c) Understanding of grammatical clause-subject, verb, pronouns, conjunctions, and so forth. (d) Recall of main idea explicitly stated. (e) Knowledge of sequence of information presented in passage. (2) Inferential comprehension, understanding of idea and information not explicitly stated in the passage, there are some abilities: (a) Reason with information presented to understand the author's tone, purpose, and attitude. (b) Infer factual information, main idea, comparisons, cause-effect relationship not explicitly stated in the passage. (c) Summarization of story content. (3) Critical comprehension, analyzing, evaluating, and personally reacting to information presented in a passage,

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<sup>15</sup> Larry lawin. *Paving the Way in Reading and Writing* (USA: published by jossy bass, 2003)p. 2

<sup>16</sup> Arthur w. heilman dkk, *Principle and Practices of Teaching Reading* (USA: Charles E. Merrill Publishing Co, 2005) p. 246

there are some abilities: (a) Personally reacting to information in passage indicating its meaning to the reader. (b) Analyzing and evaluating the quality of written information in terms of some standards.

All three levels of comprehension are important and need to be fostered. In the past, however, literal comprehension was the primary focus of instruction. Perhaps that is because literal comprehension is easier for a teacher to deal with the facts are indisputable, and questions that focus on literal comprehension are simple to develop and evaluate. Literal comprehension, however, requires little in the way of engaged thinking and problem solving on the part of the reader.

Comprehension is not something that happens automatically in the mind of the reader as he or she engages with print, even though it may seem that way to adult proficient readers.

So, the conclusion from the explanations above, Reading comprehension is very important to be mastered by students. Teacher need to develop and upgrade their knowledge and ability in teaching reading. In order to achieve the objective depends on the method applied by the teacher. Teacher can use different kind of media and method to make the teaching more interesting.

## **2. Extensive Reading**

### **a. Definition of Extensive Reading**

In general, students learning to read in English do not like reading and they rarely read. This is partly due to the way reading is approached in the language class. In foreign language teaching approach of reading is recognized, This is an “Extensive reading approach”.

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment.<sup>17</sup>

Douglas said that, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc). Most extensive reading is performed outside of class time. Pleasure reading is often extensive reading. Technical, scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning from longer passage.<sup>18</sup>

According Jacobs & Gallo In Extensive Reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help<sup>19</sup>

Based on the explanation above is the students' read with larger texts which agree with the students' level and carried out to achieve general understanding what they read. Extensive Reading means is free reading for pleasure, for interest in the subject matter, or for acquisition of information.

So, the conclusion from the explanation above Extensive reading is keys to students a key to student gains in reading ability, linguistic competence, vocabulary, spelling, and writing. Extensive reading is conducted to find the main idea of a written text. Students do not have to understand every word in the written text. Extensive Reading means rapid readings, students are able to read texts written in the foreign language with understanding and without that process of mental translation, referring to the dictionary frequently. The aims of extensive reading are to build reader

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<sup>17</sup> Julian Bamford and Richard R.day, *Extensive reading Activity for Teaching Language*, Cambridge: (Cambridge University Press, 2003)p. 1

<sup>18</sup> Heilman ,*op.cit* , p.313

<sup>19</sup> Jonathan Aliponga, *Reading Journal: Its Benefits for Extensive Reading*, *International Journal of Humanities and Social Science* Vol. 3 No. 12 Special Issue – June 2013,p.73

confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.

### **b. Principles of Extensive reading.**

There are ten principles in teaching extensive reading. They are the main fundamentals developed by Day and Bamford (2002). They are<sup>20</sup>: (a) The reading material is easy. (b) A variety of reading material on a wide range of topics must be available. (c) Learners choose what they want to read. (d) Learners read as much as possible. (e) The purpose of reading is usually related to pleasure, information and general understanding. (f) Reading is its own reward. (g) Reading speed is usually faster rather than slower. (h) Reading is individual and silent. (i) Teachers orient and guide their students. (j) The teacher is a role model of a reader.

### **c. Design of Extensive Reading**

Extensive reading programme can be designed as follow<sup>21</sup> : (a) Extensive reading materials, One of the fundamental conditions of a successful extensive reading is that students should be reading material which they can understand. If there are struggling to understand every word, they can hardly be reading for pleasure. the main goal of this activities. This means that we need to provided books which either by chance, or because they have been specially written, are readily accessible to our students. (b) The teacher role in extensive reading, most students will not do a lot of extensive reading by themselves unless they are encouraged to do by their teachers. Clearly, then, our role is crucial. We need to promote reading and by our espousal of

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<sup>20</sup> Day, R. R. & Bamford, J. *Top Ten Principles for Teaching Extensive Reading. Reading in a Foreign Language*, Vol 14 No. 2, October 2002

<sup>21</sup> Jeremy Harmer, *English Language Teaching Third Edition* (England: Pearson Education Limited, 2001),p.210

reading as a valid occupation, persuade students of its benefits. Having persuaded our students about the benefits of extensive reading, we can organize reading programmed where we indicated to students how many books we expected them to read over a given period. (c) Extensive reading tasks: because students should be allowed to choose their own reading texts, following their own likes and interest, they will not able be reading texts at once. For this reason and because we want to prompt students to keep reading, we should encourage them to report back on their reading in number of ways.

#### **d. Procedure of Extensive Reading**

The procedure in Extensive Reading assumes that students will enjoy reading books that they have chosen on topics of interest to them more than they will enjoy assigned readings from reader. If they have chooses correctly, the book should be easy to read for general understanding.

Several activities or procedure were adapt and development from book entitled “*Extensive Reading Activities For Teaching Language*” by Day and Bamford (2004)<sup>22</sup>. In the implantation, there were two basic activities; homework and class works. (a) Reading homework was the basic activity in Extensive reading. In the process, teacher provided texts to be read by the students. Then, students were asked to choose one of the provided-text as their reading homework. In every meeting, the completeness of the students’ reading homework checked by teacher. (b) Class Works; (1) Group discussion, in this activities teacher divided the students into groups consisted of five or six students in the process, students talk in groups about what they have read. To make discussion easier, teacher provided a list of questions. For group

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<sup>22</sup> Day, R. R. & Bamford, J. *Extensive Reading Activities For Teaching Language*, (Cambridge: CUP, 2004)p. 214

assessment, students were asked to make a report from their group discussion. (2) Sharing about text, in this activities, representative of each group were asked to share to the class about what they obtained from group discussion based on the list of the question. After all of representation of group shared the result of their discussion, teacher gave feedback about the results of the students' discussion.

#### **e. Advantages and Disadvantages of Extensive Reading**

There are some advantages and disadvantage of Extensive Reading:<sup>23</sup> The advantages of Extensive Reading some which are as follow: (a) Enhanced language learning in such areas as vocabulary, grammar, and text structure. (b) Increased knowledge of word. (c) Improved reading and writing skill. d) Greater enjoyment of reading. (e) More positive attitude toward reading. (f) Higher possibility of developing a reading habit.

And there are some disadvantages of Extensive reading, some which are as follow: (a) Extensive Reading program may be costly and time-consuming to set up if materials are not already available. It may be difficult to get support from Administration. (b) Extensive reader have less understand meaning of text. (c) Extensive readers have less to know grammar is complex.

#### **B. Related Study**

There are related studied concerning to the ability in reading comprehension: Elisah<sup>24</sup>, conducted a research about" improving the students' ability in reading comprehension by using reciprocal teaching strategy at MTSN Siantar. The result of

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<sup>23</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching : an Anthology of Current Practice* ,(United Kingdom: Cambridge University Press, 2002),p. 298

<sup>24</sup> Elisah, *improving the students' ability in reading comprehension by using reciprocal teaching strategy at MTSN Sianta*, Thesis, (Medan: State Institute for Islamic Studies of North Sumatera ,2014)



the analysis showed that mean of the pre test was 37,94 the mean of cycle I was 69,11, the mean of cycle I was 69,11 the mean of cycle II was 85,58. The percentage of students who got point up 68 also grew up. In the pre test students who got up 68 were 4 of 34 students, in the post test cycle I, students who got up 68 were 21 of 34 students (61,76%) .It means there was improvement about 50 %. In the post test of cycle II, Students who got up 68 there were 34 of 43 students (100%). The improvement was about 38%. It indicated that the implementation of reciprocal teaching strategy can improve the students' ability in reading comprehension.

### **C. Conceptual Framework**

Extensive Reading can improve the students' ability in reading comprehension because, Extensive reading is method in teaching, Extensive reading carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc). Most extensive reading is performed outside of class time. Pleasure reading is often extensive reading. Technical, scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning from longer passage.

Mostly, students are still not able to read and less in getting information. They wasted so much time to read long text or a book, search new word on their dictionary. The need accomplish more practice in reading. To help them practice it, Extensive reading can be used for students to improve their reading ability especially in reading comprehension. So, reading comprehension by using extensive reading as a helpful in reading comprehension.

So, the implementation of Extensive reading is an affective in English teaching can improve student ability in reading comprehension. There are advantages

of extensive reading namely: Enhanced language learning in such areas as vocabulary, grammar, and text structure, increased knowledge of word, improved reading and writing skill, greater enjoyment of reading, more positive attitude toward reading, higher possibility of developing a reading habit.

#### **D. Actional Hypothesis**

Based on conceptual framework the research in actional hypothesis could be formulated as follow: Extensive reading can be improve students ability in reading comprehension

## **CHAPTER III**

### **RESEARCH METEDEOLOGY**

In concluding this research, the writer would like to present the following procedures.

#### **A. Research Setting**

This research will be conducted on March 2016/2017 at Grade XI students of MAS AW 21 FIRDAUS. This location selected because: (1) This research has never been conducted before. (2) Suitable for ability and limitation of time and finance. (3) This writer found problems of this research at this location.

#### **B. Data and Data Source**

In this research the data were collected by quantitative and qualitative data. Quantitative the data was broadly used to describe what can be conducted or measured and could therefore be considered 'objective'. The data was collected through test which was administered by teacher. The students would be asked to answer reading text. The qualitative was used to describe data which was not amenable to being counted or measure in an objective way, and was therefore 'subjective'. The qualitative data will be analyzed from observation, diary notes, photographs, interview, and tests.

The researcher got the data from teacher and students when teaching learning process activity. (1) Students is a learner, in this research students are the important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

### C. Research Method

This research was conducted by using Classroom Action Research. Sanford stated that the Classroom Action Research is the steps activities which have all characteristic consist of analyzes, action, add the new fact and evaluation.<sup>25</sup>

Bassey stated that describes ‘action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice’.<sup>26</sup>

Base on the explanation above Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.

Accroding to Kemmis and Mc Taggart there are some benefits in action research.<sup>27</sup> (1) Thinking systematically about what happens in the school or classroom. (2) Implementing action where improvements are thought to be possible. (3) Monitoring and evaluating the effect of the action with a view to continuing improvement. (4) Monitoring complex situation critically and practically. (5) Implementing a flexible approach to school or classroom improvement trough action and reflection.

In this study, there were four phases each of cycle, namely: (1) Planning , (2) Action , (3) Observation, (4) Reflection . The teacher would start by doing Cycle I. If the result fails, it would be continued to next cycle by renewing the previous steps to solve the problems. The new cycle would improve the teaching decision. If the new planning improved the students’ ability in reading comprehension, the cycle will be

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<sup>25</sup> Jhoni Dimiyati, *Metode Penelitian Pendidikan dan Aplikasinya pada Anak Usia Dini*,( Jakarta: kencana, 2013),p. 116

<sup>26</sup> Valsa Koshy , *Action Research for Improving Practice*, (New Delhi: Paul Chapman Publihing, 2005 ),p. 8

<sup>27</sup> Anne Bruns, *Collaborative Action Research For English Language Teacher*, (United kingdom: Cambridge University, 1999 ),p.16

stopped. If it do not, cycle will continue on the next cycle until result determine was reached.

Kemmis and McTaggart have developed a simple action research model (see figure 1)<sup>28</sup>

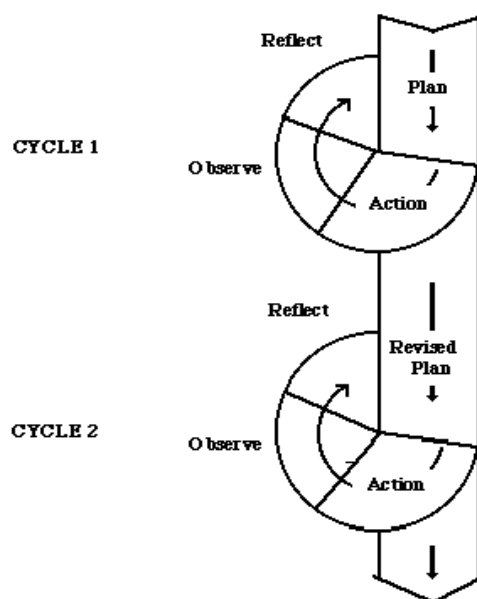


Figure 3.1 The action Research Spiral ‘(based on Kemmis and Mc Taggart)

#### D. Technique of Collecting the Data.

In this study, the research used test to collect the data, use of the following instrumentation:

##### 1. Test

To acquire the data, a set had been administered test was reading comprehension. The writer used on one type objective test, which was multiple choice typed. Multiple choice type could be scored objectively and could measure learning out come directly.

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<sup>28</sup> Valsa Koshy , *Action Research for Improving Practice*, op.cit, p. 4

## 2. Observation

The researcher used observation sheet to observe the teaching-learning process that would be handled by the collaborator. Also, it was used to know how far the improvement of the students in learning reading comprehension. The data from the observation was recorded by using the observation sheets and field notes in every meetings. However, the observation sheet was only used in the second until the forth meetings, because the first meeting there was no any activity related to extensive reading. The data analysis was accomplished during and after the learning process.

## 3. Interview

The data from the interview were recorded by using voice recorder. The interview recording was transcribed so that the data could be analyzes. The next step was data were interpreted based on the research question of the study.

## 4. Diary notes

Diary notes were done to write and report the moments or events and daily activity, however to express the felling participated in classroom action research that come out before that probably it isn't planned on observation guidance.

## 5. Documentation

Documentations were taken as instrument of data to analyze about the students achievement, activity, behavior, expressing, etc. It was include students' attendance list, and documentation.

## **E. Technique of Analyzing the Data**

In this study, the researcher applied qualitative and quantitative data. The quantitative data was used T-test to analyze the score of the students and the qualitative data used data display, verification, and data reduction.

To know the different of the test success after using Extensive Reading the research applied the following t-test formula<sup>29</sup>:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$\bar{D}$  = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

In the study, the researcher analyzed the quantitative data where qualitative data was used interview sheet, observation sheet, and diary notes to describe the situation during the teaching process, based on Miles and Huberman<sup>30</sup> advises three simultaneous flows of activities in analyzing the data. They are data reduction, data display and conclusion drawing or verification.

1. Data reduction: In this study, the process of data reduction progressed concurrently as data collection proceeds. The data reduction was accomplished to simplify the data gathered. By implementing data reduction, the data will be simpler and it will make

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<sup>30</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (USA:Sage Publications, 1994),p.10

the process of data analysis easier. In this process, data reduction was performed by writing summaries, coding, making cluster, tabulating, and making partition. These processes proceeded until the final report is achieved. The process helped the researcher to have a clear view about this study.

2. Data display is the second step of data analysis in a qualitative study. Data display facilitates the researcher in the process of data analysis, the ideas and interpretations of the data will be clearer. In this study, the field notes would be display in an extended text to describe the implementation of extensive reading activity in reading class, while the result of observation sheet would be display in table. The result of the interview would be display in extended text.
3. Conclusion drawing and verification is the third step of the data analysis in qualitative study. Conclusion drawing interpretations were made on the data analyzed after doing data reduction and data display processes to attained data from classroom observation (diary notes and observation sheet) and interview. Subsequently, some conclusion were drawn which were related to the researcher question.

#### **F. Trustworthiness**

Lincoln and Guba posit that trustworthiness of a research study is important to evaluating its worth<sup>31</sup>. Trustworthiness involves establishing: (1) , credibility (internal validity) refers to the idea of internal consistency, where the core issue is “how we ensure rigor in the research process and how we communicate to others that we have done so” (2) transferability (external validity or generalizability) refers to the extent to which the reader is able to generalize the findings of a study to her or his own context and addresses the core issue of “how far a researcher may make claims for a

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<sup>31</sup>Susan L. Morrow, *Quality and Trustworthiness in Qualitative Research in Counseling Psychology*, Vol. 52, No. 2, 250–260 ,2005 by the American Psychological Association,p.252



general application of their, (3) dependability (reliability) deals with the core issue that “the way in which a study is conducted should be consistent across time, researchers, and analysis techniques”, the process through which findings are derived should be explicit and repeatable as much as possible, (4) confirmability (vobjectivity) is based on the acknowledgment that research is never objective. It addresses the core issue that “findings should represent, as far as is (humanly) possible, the situation being researched rather than the beliefs, pet theories, or biases of the researcher”.

The Trustworthiness from the data, a researcher used the Credibility. Credibility is a trustworthiness concept that roughly corresponds to internal validity. In positivist research, internal validity refers to the ruling out of rival hypotheses, that the constructs are likely real and reliable, and the instrument is measuring the right content Credibility refers to how much the data collected accurately reflects the multiple realities of the phenomenon. Credibility can be established through prolonged engagement with informants, triangulation of data or getting data from a variety of sources (interviews, documents etc.).

To establish the validity and trustworthiness in this study, the research used Triangulation of data or getting data from a variety of sources (interviews, documents etc.). Triangulation is data collection technique which combines some methods and source. Triangulation promotes the researcher in developing the converging lines of inquiry. It is because a variety of instruments is collecting the data is supported in a conclusion. Because there were several methods used to collect the data. The methods were classroom observation, and interview. Classroom observation was accomplished completing observation sheets. Then in order to ovoid bias of the study, the findings were balanced with the information obtained from interview.

## CHAPTER IV

### RESEARCH FINDING DISCUSSION

#### A. Research Finding

##### 1. Preliminary Study

In the preliminary study, the researcher administered the reading test, interview, and observation sheet. The reading test is used to evaluate the students' improvement in reading comprehension. The school made 76 as kriteria kelulusan minimum (Minimum Passing Grade) in English lesson. The number of students who took the test was 23, from the result reading test score in pre-test was 1493 and the mean score 64.91. It can be seen from the mean score of the students was 1493 and the percentage score of the pre-test was 6 students who passed and got score up to 76 and it was only 26%. While, 17 students failed or didn't get score up to 76 and it was 74%. Based on the result, the students' improvement in reading comprehension is still low. This means that most students have not achieved the minimum passing grade 76.

The quantitative data above is supported by the following qualitative data as stated by one of the English teacher , as follows: “*Mereka masih sulit dalam memahami teks*” (They are still not understanding the text) (Int.T<sub>1</sub>.D<sub>1</sub>). This data means that the English felt that students difficult in understanding the text.

Another data as stated by students, as follows: “*saya kurang suka membaca, karena saya tidak tahu artinya*” (I didn't like reading because, I didn't understanding the meaning of the text) (Int.S<sub>1</sub>.D<sub>1</sub>). This data means that student didn't able in answer the question and the students didn't know meaning of the difficult words in English. The other students stated” *saya tidak suka membaca, karena saya tidak tahu artinya karena saya tidak mau buka kamus untuk mengartikan lagi*” (I didn't like reading, because I didn't understanding the meaning of the text and I didn't open the

dictionary) (Int.S<sub>2</sub>.D<sub>1</sub>). This data means that the student still low in reading comprehension the text, they did not like reading, they lazy to open the dictionary to search the meaning from the difficult words.

Based on the quantitative and qualitative data above, it can be concluded that the students reading comprehension score are still low. Therefore, the researcher would like to implement Extensive Reading Method to improve their reading comprehension.

## **2. Cycle I**

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle I, there were two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

### **a. Planning**

The plan was arranged before researcher conducting the research. Researcher prepared and made plan for two meetings. The topic which discussed was about analytical exposition texts. (1) Prepare teaching planning program (RPP) based on the material which would be thought. (2) Prepared the material and media, (3) Prepare reading task for the students to measure that result of the study, (4) Prepare observation sheet to measure the students participation in learning and students' attitude during learning process,.

### **b. Action**

After the planning has been arranged, the researcher applied what has been planned in the classroom. The researcher used lesson plan as guideline for the activity that happened in the classroom. In this phase, there were some activities done by researcher as a teacher. (1) Explained the procedure of Extensive Reading method, (2) The teacher gives three text, asked the students choose one of topic as their reading

homework. (3) Group discussion, in this activities teacher divided the students into groups consisted of five or six students in the process, students talk in groups about what they have read. To make discussion easier, teacher provided a list of questions. For group assessment, students were asked to make a report from their group discussion. (4) Sharing about text, in this activities, representative of each group were asked to share to the class about what they obtained from group discussion based on the list of the question. After all of representation of group shared the result of their discussion, teacher gave feedback about the results of the students' discussion.

After conducting some activities in cycle I, the teacher gave post-test I. It was done to know the students' ability in reading comprehension after getting the action.

### **c. Observation**

Observation was done in the classroom while teaching and running process. Observation was purposed to find out information of action, such as the students attitude, the situation and the problems or obstacles found during the teaching-learning process. In this case, observation sheets and diary notes were used. Based on observation, teacher saw the result of their students test to know the capability of them. Teacher found some improve in the implementation of the cycle 1. Some students were active and enthusiastic during learning process and they enjoy about the topic discuss. However some students still found hard to read. The writer also found that most of students faced difficulty when they had to read the text. They confused in catching the information from the text because limited vocabulary.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when

used Extensive Reading method in learning process. Based on the data observation, there was an improvement in the teaching learning process.

The result of Quantitatively In the post-test I of the first cycle, the total score of the students was 1670 and the number of the students who took the test was 23, so the mean of the students was 72,60. It can be seen that the students' score in reading was increased. The percentage of the students' score of the post- test was 9 students who passed or got score up to 76, it was only 39 %. On the other hand, 14 students failed or didn't get score up to 76 and it was 61 %. So, post-test of the first cycle was categorized improved.

In the cycle I, the mean of the students was better than the pre-test scores. The quantitative data above is strengthened by the qualitative data. The researcher used interview sheet that had arranged before, and result from the interview that most of the students were active and enthusiastic.

The result of interview with the students as the follows: *"manfaatnya bisa lebih paham, lebih rajin dalam mengerjakan tugas membaca dirumah, karena disekolah dibahas lagi dengan diskusi kelompok"* (the benefits of the extensive reading, I am more than understand and diligent in reading at my house, because we are do discussing work at the school too) (Int-S<sub>1</sub>-D<sub>2</sub>). This data means that the student interesting in reading and they are happy when they have reading in their house and reading in discussing work. *"Manfaatnya, saya lebih rajin membaca teks bahasa inggris karena menambah wawasan pengetahuan"*, (the benefits of the extensive reading, I am more than diligent in reading English text because add my concept knowledge) (Int-S<sub>2</sub>-D<sub>2</sub>). This data means that the student happy in reading because with the reading, the student will get some information.

The result of interview with the English teacher: “*saya merasa siswa jadi lebih aktif belajar dan senang dalam membaca*”, (I think, the students more than active and happy in reading) (Int-T<sub>1</sub>-D<sub>2</sub>). This data means that the English teacher felt the students more active and happy when their teach using the extensive reading “*Murid-murid jadi lebih senang dalam membaca. Mereka diberi waktu membaca dirumah dan mereka bebas dalam memilih topic yang ingin mereka baca dan membuat kesimpulan dari teks menggunakan kata-kata mereka sendiri.*”( the students more happy in reading, because they are give the time in reading at their house , free in choosing the topic and make conclusion from text use the own language) (Int-T<sub>1</sub>-D<sub>2</sub>). This data means that the English teacher felt that the students able make summary in reading using the own languages.

In conclusion from the interview above there was an improvement of the students’ ability in reading comprehension. The result showed the improvement of the students’ score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 76 or more were 6 of 23 students (26%). In the post-test of cycle I, the students who got the score 76 or more were 9 of 23 students (39 %). The improvement of the pre-test to the post-test of cycle I was about 13 %. It could be concluded that the students’ reading comprehension improved but not successfully. So, the researcher was conducted cycle II.

#### **d. Reflection**

From the result of the observation was analyzed. The researcher evaluated the teaching process in the end of meeting in first cycle. The researcher asked the students about their difficulties and problem in reading and understanding the lesson. The evaluation of two meetings became the reflection to the researcher in making cycle II. The evaluations were guided from the students’ test result and the researcher’s observation of

the students' attitude. The researcher used diary notes and the interview. The researcher checked up the students' result test based on the assessment.

There were many things that had been observed as follow: (a) many students still have difficulties in reading text , (b) some students were not interested with the topic, (c) many students difficulties in make summary with they own language, (d) many students still got score 76 below. From the data, researcher decided to continue the second cycle in order get better result.

### **3. Cycle II**

Based on the result of cycle I. The cycle 2 was better than the first cycle. In this cycle the researcher felt better than the first cycle because the researcher had already got the reflection on the first cycle to be used as the information on the students' problem in class. The researcher conducted this cycle with the same step in the first cycle, namely:

#### **a. Planning**

In the cycle, the researcher was Extensive Reading in teaching reading comprehension and gave more explanation how to comprehend the text through Extensive Reading easily. The researcher conducted the second cycle in two meeting with the same steps. The research created more supportive condition in order to foster the students 'to give more their responses and their participation actively in the class. In this step were some activities such as: prepare the lesson based on the material which would be thought, preparing material and media, the observation sheet to measure the students' participation in learning and students attitude during learning process. In the observation English teacher as a collaborator in active during learning process, and prepare the test.

## **b. Action**

In this phase, the researcher implement of Extensive reading method again. Before teaching learning process, the researcher explained about the procedure of Extensive Reading, The teacher gives three texts, asked the students choose one of topic as their reading homework and discuss with their groups. In this cycle, all of the students enthusiastic when they read the text, they was active during in discuss work.

And the ending of the class, the teacher given the post test II for the students in order to get better result, the researcher hoped the students more interested in reading.

## **c. Observation**

In this phase, the students' ability in reading comprehension can be improved. They were more enthusiastic active and serious. The students more active and give the good response during learning process, and the students more seriously when did the test. From the last result it indicated that the students had able to answer the test. Most of students got score up 76.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' in reading comprehension. The result of the pos-test II of the second cycle, it showed that the total score of the students was 1936 and the number of the students who took the test was 23. So, the mean of the students' score of the test was 84,17. It can be seen that the students' score in reading comprehension was increased. The percentage of the students' score of the post- test II was 19 students who passed or got score up to 76, it was 83 %. On the other hand, 4 students failed or didn't get score up to 76 and it was 17 %. So, post-test II of the second cycle was categorized successfully.



Based on data above, the result showed the improvement of the students' score from the post-test I to the post-test II of cycle II. In the post-test I, the students who got the score 76 or more were 9 of 23 students (39 %). In the post-test II of cycle II, the students who got the score 76 or more were 19 of 23 students ( 83%). The improvement of the post-test I to the post-test II of cycle II was about 44 %. In this also used to test the hypothesis in the researcher, from the computation above, it could be seen that coefficient of  $t_{\text{observed}} = 6,38$  and  $t_{\text{table}}$  to  $df = N - 1 = 23 - 1 = 22$ , with fact level  $\alpha = 0,05$  was. In the coefficient of  $t_{\text{observed}} 6,38 > 0,413 t_{\text{table}}$  . Thus, alternative hypothesis ( $H_a$ ) saying that the Extensive Reading could be improved the students' reading comprehension.

#### **d. Reflection**

In this phase, based on the observation and result test, the researcher could be concluded that having checked the student' reading test, researcher found that the students' score showed improvement. Based on the observation sheet, the students' ability in reading by using extensive reading method was improved.

Based on the reflection of this cycle II, it wasn't needed to conducting in the third cycle. The cycle of this research could be stopped because the students' in reading comprehension had been improved.

### **B. DISCUSSION**

Based on the result of the quantitative and the qualitative data, the implementation of extensive reading method can be improved the students' ability in reading comprehension.

The result of quantitative data that there was an improvement the students' in reading comprehension through Extensive Reading, It was supported by the fact the

mean of the students' score in the pre-test was 64,91. It was low because only 6 students who got the score 76. The mean of the students' score in the post-test of cycle I was 72,60. It was higher than the pre-test of cycle I. The mean of the students' score in the post-test II of cycle I was 84,17. It was higher than the post-test I of cycle I. The percentage of students who got point > 76 also grew up. In the pre-test, the students who got point >76 were only 6 students ( 26% ). In cycle I of the post-test students who got point > 76 there were 9 students (39%). It means that there was improved about 13 %. In cycle II of the post test II, students who got point >76 there were 19 students ( 83%) and the improvement was about 44%. For the total improvement of the students' scores from pre-test to post-test of cycle II was 57%.

The qualitative data were taken from observation sheet, interview, diary notes and documentation. From the observation sheet, it was found that the students were active in learning reading comprehension through extensive reading. The interview sheet showed that the students felt difficulties to understanding the text and bored in the first meeting, but the last meeting the students were the happy because they interesting in reading and understanding the text. The English teacher also agreed that the method was suitable to use in the class, because the method made the students being active and understand the text.

Based on the explanation above, it could be concluded that the result of the research showed that the implementation of the Extensive Reading could improve the students' ability in reading comprehension. It could be seen by the quantitative data which showed the students' score in cycle I got better from the pre-test to the post-test I and in cycle II the post-test I to the post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active enthusiastic, and enjoy during learning reading.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the researcher, it could be conclude that teaching reading trough Extensive Reading could be improve the students' ability in reading comprehension, especially for students at Grade XII class of MAS Al-Washliyah 21 Firdaus. So the conclusion as follow:

1. In the preliminary study, it can be conclude that mean of the pre-test is 64,91. And the result of the students' improvement in reading comprehension is still low. Its means that most students have not achieved the minimum passing grade 76. Quantitatively, the result of the data described that the students had difficulties in reading comprehension in the beginning of the research. They did not know the meaning of the difficult words in English. They have already studied about reading text, but they did not comprehend the contents of the text.
2. In cycle I, the students ability in reading comprehension is 72,60. It can be concluded that the mean of the students score was better than in the preliminary study. The qualitative data describe that most of the students were active and enthusiastic. They were confused translate the text because limited vocabulary.
3. In cycle II, the students ability in reading comprehension is 84,17. It can be concluded that the score increase from the cycle I to the cycle II. From the qualitative data is found that the students were able reading comprehension the text well that cycle I. in conclusion of the usefulness of Extensive Reading significantly improved the students' ability in reading comprehension.

## **B. Suggestion**

Based on the result of the researcher, the researcher provides suggestions for the teacher, students and other researchers in order to have a clear understanding when they teach reading texts using Extensive Reading activity.

1. For English teacher, to teach reading comprehension through Extensive reading activity, the teacher should follow the procedure of Extensive Reading activity. The teacher should know the characteristics of Extensive Reading. The teacher should choose the appropriate material to the student's level of proficiency.
2. For The students, in improve their ability in comprehend reading text, it's better to overcome their difficulties in reading comprehension.
3. For other researcher. The researcher suggests that the other researcher use extensive reading as a technique in teaching reading comprehension activity in different grades and within different text. It is expected that there will be other studied related to the use of extensive reading as a technique reading. Therefore, students reading problems can be minimized.

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## **APPENDIX 1**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

School : MAS AW 21 FIRDAUS  
Subject : Bahasa Inggris  
Class /semester : XI/Genap  
Time : 2x 45 menit  
Skill : Reading  
Topic : **Is Smoking Good for Us?**

#### **A. STANDAR COMPETENCE**

Understanding the meaning of short functional text and essay in a form of analytical exposition, report and narrative text accurately in their environment

#### **B. BASIC COMPETENCE**

Responding the meaning of short functional texts and essay in a form of analytical exposition, report and narrative text accurately, fluently and appropriately in their environment

#### **C. INDIKATORS**

1. To identify the main idea of analytical exposition text
2. To make conclusion from analytical exposition text
3. To answer the question related to the analytical exposition text

#### **D. OBJECTIVES**

1. Students are able to identify the main idea of analytical exposition text
2. Students are able to make conclusion from analytical exposition text
3. Students are able to answer the question related to the analytical exposition text

## E. MATERIAL

### Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

## F. METODE

Metode : Extensive Reading

## G. Source/ media

1. Source : internet

## D. TEACHING AND LEARNING PROCESS

No	Teaching Learning process	Time
1	<b>Opening :</b> <ul style="list-style-type: none"><li>• Teacher greets the students and Teacher checks attendance list</li><li>• Teacher give information about material and indicators</li><li>• Teacher ask the students, what they have reading text and make summary</li></ul>	<b>10 minute</b>
2	<b>Main activity :</b> <b>Eksplorsi</b>	<b>70 minute</b>



	<ul style="list-style-type: none"> <li>Teacher asked the students how long time their need to reading book, understanding the text and the difficulties toward. (Reading homework)</li> </ul> <p><b>Elaborsi</b></p> <ul style="list-style-type: none"> <li>Teacher divided into groups. Each group consisted of 6 members</li> <li>The teacher also provided some comprehension questions related to the text to help the student make a summary</li> <li>Teacher gave 20 minute to discuss text and told the student to make a summary based on the text that they read.</li> <li>Teacher called every group to present the results of group discussion in front of the class.</li> <li>Teacher give feedback</li> </ul> <p><b>Konfirmasi</b></p> <ul style="list-style-type: none"> <li>Teacher asked the students what the purpose of the text</li> </ul>	
3	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>Teacher give review about material</li> <li>Teacher prepared three texts and told the students to choose one of text</li> <li>Teacher reminds the students to make summary</li> <li>Teacher closes the teaching learning process</li> </ul>	<b>10Minute</b>

#### **E. Assessment :**

##### **1. Assessment instrument :**

##### **a. Answer the following question**

1. What do you know about smoking?
2. What do you ever smoking?
3. What do you know effect of the smoking?
4. What do you see the people smoking?
5. According to you. What the smoking good for us?

**b. Make conclusion from the text**

**2. Assessment Guidance :**

$$Score = \frac{\text{the score of the students}}{\text{maximal Score}} \times 10$$

**Firdaus, 6 March 2017**

**Post Up,**

**Headmaster**

**Teacher**

**Students of  
Observation**

**(HUSNUL AMRI, SPd)**

**(RIZKY ASTHIA, SPd)**

**(NURUL AMALIA)  
NIM 34131087**

## **APPENDIX 2**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

School : MAS AW 21 FIRDAUS  
Subject : Bahasa Inggris  
Class /semester : XI/Genap  
Time : 2x 45 menit  
Skill : Reading  
Topic : **The Unhealthy Fast Food**

#### **H. STANDAR COMPETENCE**

Understanding the meaning of short functional text and essay in a form of analytical exposition, report and narrative text accurately in their environment

#### **I. BASIC COMPETENCE**

Responding the meaning of short functional texts and essay in a form of analytical exposition, report and narrative text accurately, fluently and appropriately in their environment

#### **J. INDIKATORS**

4. To identify the main idea of analytical exposition text
5. To make conclusion from analytical exposition text
6. To answer the question related to the analytical exposition text

#### **K. OBJECTIVES**

4. Students are able to identify the main idea of analytical exposition text
5. Students are able to make conclusion from analytical exposition text
6. Students are able to answer the question related to the analytical exposition text

#### **L. MATERIAL**

**The Unhealthy Fast Food**

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in [obesity](#) and [cancer](#) during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

## M. METODE

Metode : Extensive Reading

## N. Source/ media

2. Source : Internet

## O. TEACHING AND LEARNING PROCESS

No	Teaching Learning process	Time
1	<b>Opening :</b> <ul style="list-style-type: none"><li>• Teacher greets the students and Teacher checks attendance list</li><li>• Teacher give information about material and indicators</li><li>• Teacher ask the students, what they have reading text and make summary</li></ul>	<b>10 minute</b>
2	<b>Main activity :</b> <b>Eksplorsi</b> <ul style="list-style-type: none"><li>• Teacher asked the students how long time their need to reading book, understanding the text and the difficulties toward. (Reading homework)</li></ul> <b>Elaborsi</b> <ul style="list-style-type: none"><li>• Teacher divided into groups. Each group consisted of 6 members</li><li>• The teacher also provided some comprehension questions related to the text to help the student make a summary</li><li>• Teacher gave 20 minute to discuss text and told the student to make a summary based on the text that they read.</li><li>• Teacher called every group to present the results of group discussion in front of the class.</li><li>• Teacher give feedback</li></ul> <b>Konfirmasi</b> <ul style="list-style-type: none"><li>• Teacher asked the students what the purpose of the text</li></ul>	<b>70 minute</b>

3	<p><b><i>Closing</i></b></p> <ul style="list-style-type: none"> <li>• Teacher give review about material</li> <li>• Teacher prepared three texts and told the students to choose one of text</li> <li>• Teacher reminds the students to make summary</li> <li>• Teacher closes the teaching learning process</li> </ul>	<b>10Minute</b>
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**P. Assessment :**

**3. Assessment instrument :**

**c. Answer the following question**

6. Do you like eat fast food?
7. What types of fast food ever you eat?
8. What kinds of fast food, do you know?
9. What do you know effect of the fast food?
10. According to you. What the fast food good for us?

**d. Make conclusion from the text**

**4. Assessment Guidance :**

$$Score = \frac{\text{the score of the students}}{\text{maximal Score}} \times 10$$

**Firdaus, 6 March 2017**

**Post Up,**

**Headmaster**

**Teacher**

**Students of  
Observation**

**(HUSNUL AMRI, SPd)**

**(RIZKY ASTHIA, SPd)**

**(NURUL AMALIA)  
NIM 34131087**

**NIP :**

## APPENDIX 3

### PRE TEST

Name :

Class :

Time : 30 Minute

**Directions: Read the following texts, then answer the questions about them by choosing A, B, C, or D that best answers each question**

<p style="text-align: center;"><b>Beautiful bag</b></p> <p>When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.</p> <p>The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.</p> <p>The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag</p> <ol style="list-style-type: none"><li>1. What is the main idea of the last paragraph?<ol style="list-style-type: none"><li>a. The writer has a new bag.</li><li>b. The bag is very functional.</li><li>c. The bag has many pockets.</li><li>d. The writer is satisfied with the bag</li></ol></li><li>2. "I've spent much money on a bag and I don't regret <u>it</u>". The underlined word refers to ...the bag.<ol style="list-style-type: none"><li>a. Having</li><li>b. Seeing</li><li>c. Buying</li><li>d. Lovin</li></ol></li><li>3. What is the purpose of the text?<ol style="list-style-type: none"><li>a. To retell the past event</li><li>b. To entertain the readers</li></ol></li></ol>	<p style="text-align: center;"><b>Integrated Pest Management</b></p> <p>There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.</p> <p>Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.</p> <p>Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.</p> <p>Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well. So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.</p> <p>Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.</p> <ol style="list-style-type: none"><li>15. Which of the following is not directly affected by pesticides used?<ol style="list-style-type: none"><li>a. Plants</li><li>b. Ecology</li><li>c. Animals.</li><li>d. Human Beings</li></ol></li><li>16. What can you say about paragraph two and four?<ol style="list-style-type: none"><li>a. The fourth paragraph supports the idea stated in paragraph two.</li><li>b. Both paragraphs tell about the</li></ol></li></ol>
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<p>c. To describe the writer's new bag</p> <p>d. To give instruction how to buy a bag</p> <p>Job Description</p> <p>Being a teacher means great responsibility, discipline and creativity. The main job of teacher is teaching based on the field of knowledge he or she has. Teaching in this term is not only giving the knowledge but also delivering the knowledge, making the concept more understandable and giving evaluation.</p> <p>However, to ensure the success of his or her function, teacher must also have other capabilities, such as : setting the curriculum, providing the right and easy way of learning, making assessment and evaluating. Teacher is sometimes asked to be more creative to develop knowledge. So being a good teacher should be able to have those abilities.</p> <p>4. What is the main job of teacher ?</p> <ol style="list-style-type: none"> <li>Teaching</li> <li>Setting curriculum</li> <li>Making assessment</li> <li>Evaluating</li> </ol> <p>5. What are other capabilities of teacher? Except ...</p> <ol style="list-style-type: none"> <li>Setting the curriculum</li> <li>Giving award for the best student</li> <li>Making understandable concept</li> <li>Giving the right way of learning</li> </ol> <p>French physicist Charles Fabry found ozone gas in the atmosphere in 1913. At room temperature, ozone is a colorless gas; it condenses to a dark blue liquid at -170 F. At temperatures above the boiling point of water, 212 F, it decomposes. Ozone is all around us. After a thunderstorm, or around electrical equipment, ozone is often detected as a sharp odor. Ozone is used as a strong oxidizing agent, a bleaching agent, and to sterilize drinking water. This gas is also highly reactive. For example, rubber insulation around a car's spark plug wires will need to be replaced eventually, due to the small amounts of ozone produced when</p>	<p>disadvantages of using pesticides.</p> <ol style="list-style-type: none"> <li>Both paragraphs tell about how pesticides affect the quality of farm products.</li> <li>The statement in paragraph is contrary to the statement in paragraph four.</li> </ol> <p>17. One of the disadvantages of using chemical pesticides is ...</p> <ol style="list-style-type: none"> <li>killing fish and bees.</li> <li>increasing crops productivity.</li> <li>creating balanced ecosystem.</li> <li>causing the pests to become inactive</li> </ol> <p>Scuba diving is the most exhilarating experience I have ever had. The first time I went, the dark mirror of the water beckoned me to drop from the side of the boat. I jumped feet first and entered a brightly colored world populated with fish, plants, and objects I had never dreamed of.</p> <p>18. Which of the following best describes the mood of the author after having this experience?</p> <ol style="list-style-type: none"> <li>Bored</li> <li>Excited</li> <li>Anxious</li> <li>Serene</li> </ol> <p>Giraffe</p> <p>Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.</p> <p>Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.</p> <p>Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one</p>
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electricity flows from the engine to the plug.

6. These passages imply that:
- Ozone is the result of pollution.
  - High ozone levels in the atmosphere will cause large numbers of people to buy new car batteries.
  - Ozone has no practical uses.
  - Ozone is a natural part of the Earth's atmosphere.

ANEOLIA: The Expert in gas analysis  
Aneolia is a French company specializing in instrumentation for gas measurement, and packaging control. Our key customers are Food and Medical Companies, Heavy Industries, and Conservation of Works of Art. Our technical team takes care of the calibration of all brands of gas analysers. We also repair all generation of abiss® instruments. We guaranty a fast and maximum service reactivity. Permanent telephone assistance, maintenance within 48 hours after reception of devices at workshop.

7. What is the text about?
- French Fries.
  - F & B Restaurant.
  - Gas Analysis Company.
  - Telephone Assistance.

Dear Nan,

We are having a great a holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain. After a while the cloud disappeared. And it became a sunny day. We then decided to go to the Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride. About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides. It was a top day. See you when you get back.

baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

19. The text tells us about?
- Giraffe's reproduction
  - The strange animals
  - The highest animal
  - Baby giraffe
20. The unique characteristic of giraffe is?
- Two horns on its head
  - Their long neck
  - Brown spot
  - Their food
21. The second paragraph mainly discussed about?
- Giraffe's food
  - Giraffe's characteristic
  - Giraffe's life
  - Giraffe's reproduction

#### CAUTION

VOLCANIC FUMES ARE HAZAROUS TO YOUR HEALTH AND BE LIFE-THREATENING VISITORS WITH BREATHING AND HEART PROBLEMS, PREGNANT WOMEN AND YOUNG CHILDREN

22. What is the caution about?
- The volcanoes and their effect
  - The danger of volcanic fumes
  - The women and their children's health.
  - The pregnant visitors of the mountain.
23. Where do you usually find such a caution?
- At all public places with non domestic visitors
  - Any places visited by tourists.
  - On all the mountains with few visitors
  - At the volcanoes for tourist resort

<p>8. What is the letter about?</p> <ol style="list-style-type: none"> <li>Sam's holiday.</li> <li>The Gold Coast.</li> <li>The Movie World.</li> <li>The Shower of Rain</li> </ol> <p>9. Where did Sam spend his holiday with his family?</p> <ol style="list-style-type: none"> <li>On the Gold Coast.</li> <li>In the Movie World.</li> <li>In Lethal Weapon.</li> <li>At the Police Academy.</li> </ol> <p>Jazz is a peculiarly American contribution to Western culture. It was born out of the unique experience of American Blacks. Although its history is not entirely clear, jazz obviously has roots in the rhythm patterns and melodic lines of Africa, the tradition of Christian spirituals as sung by slave communities, the music of the blues as developed in the Deep South, and ragtime.</p> <p>10. According to this passage, one can conclude that:</p> <ol style="list-style-type: none"> <li>Jazz is the sole Black contribution to Western culture.</li> <li>There is some difficulty tracing the origin of jazz.</li> <li>Jazz is most closely related to spiritual music.</li> <li>Jazz is not a complex musical form.</li> </ol> <p>There are two kinds of jewelry that I do. There is commercial jewelry--class rings, necklaces, the kinds of things most people wear. I sell these items to meet my expenses for raw materials, supplies, and to make my living. The other, more creative work I do makes me feel that I am developing as a craftsperson.</p> <p>11. The author of this passage implies that:</p> <ol style="list-style-type: none"> <li>Artists are poor.</li> <li>There is no market for creative work.</li> <li>Commercial and creative work fulfills different needs for the artist.</li> <li>Rings and necklaces can not be</li> </ol>	<p>Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc. A study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bedtime disruption, stress, and short of sleep duration. Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive. Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight. Considering some facts mentioned above, protect your children with the following tips:</p> <ol style="list-style-type: none"> <li>Limit television viewing to 1 – 2 hours each day.</li> <li>Do not allow your children to have a TV set in their bedrooms.</li> <li>Review the rating of TV shows that your children watch.</li> <li>Watch television with your children and discuss what is happening in the show.</li> </ol> <p>24. What is the text about?</p> <ol style="list-style-type: none"> <li>The program shown on TV.</li> <li>Watching TV is disadvantageous.</li> <li>The effects of watching television on kids.</li> <li>Reviewing the ratings of TV shows is important.</li> </ol> <p>25. The following are the effects of watching TV a lot EXCEPT ...</p> <ol style="list-style-type: none"> <li>Tress</li> <li>being active</li> <li>being aggressive</li> <li>bedtime disruption</li> </ol> <p>26. Which of the following statements is TRUE according to the text?</p> <ol style="list-style-type: none"> <li>All TV programs are good for children.</li> <li>Children know what programs to watch.</li> <li>It is goof for a kid to watch TV all day long.</li> <li>Spending too much time for</li> </ol>
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<p style="text-align: center;">creative</p> <p>The price of our 12-amp cable has been reduced by 40 percent, from \$3.40 to \$2.04 per meter. Any additional sales or promotional discounts should be deducted from this new base price. Please notify your clients of this change by the close of business today. Because of a clause in tax laws introduced this year, it will be to their advantage to increase their inventories.</p> <p>12. What should the Sales Department do?</p> <ol style="list-style-type: none"> <li>Inform customers of a price change</li> <li>Revise sales projections</li> <li>Raise the price on installations</li> <li>Add applicable taxes to them</li> </ol> <p>Dear Kartika</p> <p>Our sincere Congratulations on your success as The Best Washington City Journalist 2009.</p> <p>This will support you to write more articles. The manager and staff of Moonlight Publisher</p> <p>13. What does Kartika do? She is a ...</p> <ol style="list-style-type: none"> <li>Staff</li> <li>Manager</li> <li>Journalist</li> <li>Publisher</li> </ol> <p>14. The text is written in order to ...</p> <ol style="list-style-type: none"> <li>congratulate Kartika on her success.</li> <li>inform people about the best journalist.</li> <li>tell people to congratulate Kartika.</li> <li>invite people to come to the Moonlight</li> </ol>	<p>watching TV may cause kids inactive.</p> <p>27. It is hard for a child to sleep because ...</p> <ol style="list-style-type: none"> <li>the parents review TV's program</li> <li>the parents limit the time to watch TV</li> <li>the kid watches TV with his/her parents</li> <li>the kid watches too much TV at bedtime</li> </ol> <p>Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don't have a lot of calories to make us fat.</p> <p>People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits.</p> <p>But most of the time, we don't do anything special with fruits. We eat them fresh, just as they are!</p> <p>28. What is the text about?</p> <ol style="list-style-type: none"> <li>Vitamins.</li> <li>Energy</li> <li>Fruits</li> <li>Minerals.</li> </ol> <p>29. What is the main idea of the second paragraph?</p> <ol style="list-style-type: none"> <li>We make juice from fruits.</li> <li>People use fruits for many things.</li> <li>Some beer and brandies are made of fruits.</li> <li>We freeze fruits to eat whenever we need later.</li> </ol> <p>30. Which substance do we need to have a healthy digestive system?</p> <ol style="list-style-type: none"> <li>Vitamins</li> <li>Calories.</li> <li>Fiber.</li> <li>Carbohydrate</li> </ol>
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## APPENDIX 4

### POST TEST I

Name :

Class :

Time : 30 Minute

**Directions: Read the following texts, then answer the questions about them by choosing A, B, C, or D that best answers each question**

French physicist Charles Fabry found ozone gas in the atmosphere in 1913. At room temperature, ozone is a colorless gas; it condenses to a dark blue liquid at -170 F. At temperatures above the boiling point of water, 212 F, it decomposes. Ozone is all around us. After a thunderstorm, or around electrical equipment, ozone is often detected as a sharp odor. Ozone is used as a strong oxidizing agent, a bleaching agent, and to sterilize drinking water. This gas is also highly reactive. For example, rubber insulation around a car's spark plug wires will need to be replaced eventually, due to the small amounts of ozone produced when electricity flows from the engine to the plug.

28. These passages imply that:

- e. Ozone is the result of pollution.
- f. High ozone levels in the atmosphere will cause large numbers of people to buy new car batteries.
- g. Ozone has no practical uses.
- h. Ozone is a natural part of the Earth's atmosphere.

#### **Job Description**

Being a teacher means great responsibility, discipline and creativity. The main job of teacher is teaching based on the field of knowledge he or she has. Teaching in this term is not only giving the knowledge but also delivering the knowledge, making the concept more understandable and giving evaluation.

However, to ensure the success of his or her function, teacher must also have

#### **CAUTION**

**VOLCANIC FUMES ARE HAZAROUS TO YOUR HEALTH AND BE LIFE-THREATENING VISITORS WITH BREATHING AND HEART PROBLEMS, PREGNANT WOMEN AND YOUNG CHILDREN**

42. What is the caution about?

- e. The volcanoes and their effect
- f. The danger of volcanic fumes
- g. The women and their children's health.
- h. The pregnant visitors of the mountain.

43. Where do you usually find such a caution?

- e. At all public places with non domestic visitors
- f. Any places visited by tourists.
- g. On all the mountains with few visitors
- h. At the volcanoes for tourist resort

Scuba diving is the most exhilarating experience I have ever had. The first time I went, the dark mirror of the water beckoned me to drop from the side of the boat. I jumped feet first and entered a brightly colored world populated with fish, plants, and objects I had never dreamed of.

44. Which of the following best describes the mood of the author after having this experience?

- e. Bored
- f. Excited

other capabilities, such as : setting the curriculum, providing the right and easy way of learning, making assesment and evaluating. Teacher is sometimes asked to be more creative to develop knowledge. So being a good teacher should be able to have those abilities.

29. What is the main job of teacher ?

- e. Teaching
- f. Setting curriculum
- g. Making assesment
- h. Evaluating

30. What are other capabilities of teacher? Except ...

- e. Setting the curriculum
- f. Giving award for the best student
- g. Making understandable concept
- h. Giving the right way of learning

**ANEOLIA:** The Expert in gas analysis  
Aneolia is a French company specializing in instrumentation for gas measurement, and packaging control. Our key customers are Food and Medical Companies, Heavy Industries, and Conservation of Works of Art. Our technical team takes care of the calibration of all brands of gas analysers. We also repair all generation of abiss® instruments. We guaranty a fast and maximum service reactivity. Permanent telephone assistance, maintenance within 48 hours after reception of devices at workshop.

31. What is the text about?

- e. French Fries.
- f. F & B Restaurant.
- g. Gas Analysis Company.
- h. Telephone Assistance.

### **Integrated Pest Management**

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of

g. Anxious

h. Serene

Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc. A study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bedtime disruption, stress, and short of sleep duration. Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive. Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight. Considering some facts mentioned above, protect your children with the following tips:

1. Limit television viewing to 1 – 2 hours each day.

2. Do not allow your children to have a TV set in their bedrooms.

3. Review the rating of TV shows that your children watch.

4. Watch television with your children and discuss what is happening in the show.

45. What is the text about?

- e. The program shown on TV.
- f. Watching TV is disadvantageous.
- g. The effects of watching television on kids.
- h. Reviewing the ratings of TV shows is important.

46. The following are the effects of watching TV a lot EXCEPT ...

- e. Tress
- f. being active
- g. being aggressive
- h. bedtime disruption

47. Which of the following statements is TRUE according to the text?

- e. All TV programs are good for children.
- f. Children know what programs to watch.
- g. It is goof for a kid to watch TV

farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well. So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

32. Which of the following is not directly affected by pesticides used?

- e. Plants
- f. Ecology
- g. Animals.
- h. Human Beings

33. What can you say about paragraph two and four?

- e. The fourth paragraph supports the idea stated in paragraph two.
- f. Both paragraphs tell about the disadvantages of using pesticides.
- g. Both paragraphs tell about how pesticides affect the quality of farm products.
- h. The statement in paragraph is contrary to the statement in paragraph four.

34. One of the disadvantages of using chemical pesticides is ...

- e. killing fish and bees.
- f. increasing crops productivity.
- g. creating balanced ecosystem.
- h. causing the pests to become inactive

Dear Nan, We are having a great a holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain. After a while

all day long.

- h. Spending too much time for watching TV may cause kids inactive.

48. It is hard for a child to sleep because ...

- e. the parents review TV's program
- f. the parents limit the time to watch TV
- g. the kid watches TV with his/her parents
- h. the kid watches too much TV at bedtime

### Giraffe

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

49. The text tells us about?

- e. Giraffe's reproduction
- f. The strange animals
- g. The highest animal
- h. Baby giraffe

50. The unique characteristic of giraffe

the cloud disappeared. And it became a sunny day. We then decided to go to the Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride. About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides. It was a top day. See you when you get back.

35. What is the letter about?

- e. Sam's holiday.
- f. The Gold Coast.
- g. The Movie World.
- h. The Shower of Rain

36. Where did Sam spend his holiday with his family?

- e. On the Gold Coast.
- f. In the Movie World.
- g. In Lethal Weapon.
- h. At the Police Academy.

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don't have a lot of calories to make us fat. People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don't do anything special with fruits. We eat them fresh, just as they are!

37. What is the text about?

- e. Vitamins.
- f. Energy
- g. Fruits
- h. Minerals.

38. What is the main idea of the second paragraph?

is?

- e. Two horns on its head
- f. Their long neck
- g. Brown spot
- h. Their food

51. The second paragraph mainly discussed about?

- e. Giraffe's food
- f. Giraffe's characteristic
- g. Giraffe's life
- h. Giraffe's reproduction

### Beautiful bag

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made. The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

52. What is the main idea of the last paragraph?

- e. The writer has a new bag.
- f. The bag is very functional.
- g. The bag has many pockets.
- h. The writer is satisfied with the bag

53. "I've spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.

- e. Having
- f. Seeing
- g. Buying
- h. Lovin

54. What is the purpose of the text?

- e. To retell the past event
- f. To entertain the readers
- g. To describe the writer's new bag



<p>e. We make juice from fruits.  f. People use fruits for many things.  g. Some beer and brandies are made of fruits.  h. We freeze fruits to eat whenever we need later.</p> <p>39. Which substance do we need to have a healthy digestive system?  e. Vitamins  f. Calories.  g. Fiber.  h. Carbohydrate</p> <p>Jazz is a peculiarly American contribution to Western culture. It was born out of the unique experience of American Blacks. Although its history is not entirely clear, jazz obviously has roots in the rhythm patterns and melodic lines of Africa, the tradition of Christian spirituals as sung by slave communities, the music of the blues as developed in the Deep South, and ragtime.</p> <p>40. According to this passage, one can conclude that:  e. Jazz is the sole Black contribution to Western culture.  f. There is some difficulty tracing the origin of jazz.  g. Jazz is most closely related to spiritual music.  h. Jazz is not a complex musical form.</p> <p>The price of our 12-amp cable has been reduced by 40 percent, from \$3.40 to \$2.04 per meter. Any additional sales or promotional discounts should be deducted from this new base price. Please notify your clients of this change by the close of business today. Because of a clause in tax laws introduced this year, it will be to their advantage to increase their inventories.</p> <p>41. What should the Sales Department do?  e. Inform customers of a price change  f. Revise sales projections  g. Raise the price on installations  h. Add applicable taxes to them</p>	<p>h. To give instruction how to buy a bag</p> <p>There are two kinds of jewelry that I do. There is commercial jewelry--class rings, necklaces, the kinds of things most people wear. I sell these items to meet my expenses for raw materials, supplies, and to make my living. The other, more creative work I do makes me feel that I am developing as a craftsman.</p> <p>55. The author of this passage implies that:  e. Artists are poor.  f. There is no market for creative work.  g. Commercial and creative work fulfills different needs for the artist.  h. Rings and necklaces can not be creative</p> <p>Dear Kartika  Our sincere Congratulations on your success as The Best Washington City Journalist 2009.  This will support you to write more articles. The manager and staff of  Moonlight Publisher</p> <p>56. What does Kartika do? She is a ...  e. Staff  f. Manager  g. Journalist  h. Publisher</p> <p>57. The text is written in order to ...  e. congratulate Kartika on her success.  f. inform people about the best journalist.  g. tell people to congratulate Kartika.  h. invite people to come to the Moonlight</p>
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## APPENDIX 5

### POST TEST II

Name :

Class :

Time : 30 Minute

**Directions: Read the following texts, then answer the questions about them by choosing A, B, C, or D that best answers each question**

Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc. A study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bedtime disruption, stress, and short of sleep duration. Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive. Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight. Considering some facts mentioned above, protect your children with the following tips:

1. Limit television viewing to 1 – 2 hours each day.
  2. Do not allow your children to have a TV set in their bedrooms.
  3. Review the rating of TV shows that your children watch.
  4. Watch television with your children and discuss what is happening in the show.
58. What is the text about?
- i. The program shown on TV.
  - j. Watching TV is disadvantageous.
  - k. The effects of watching television on kids.
1. Reviewing the ratings of TV shows is important.
59. The following are the effects of watching TV a lot EXCEPT ...
- i. Tress

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don't have a lot of calories to make us fat. People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don't do anything special with fruits. We eat them fresh, just as they are!

73. What is the text about?
- i. Vitamins.
  - j. Energy
  - k. Fruits
  - l. Minerals.
74. What is the main idea of the second paragraph?
- i. We make juice from fruits.
  - j. People use fruits for many things.
  - k. Some beer and brandies are made of fruits.
  - l. We freeze fruits to eat whenever we need later.
75. Which substance do we need to have a healthy digestive system?
- i. Vitamins
  - j. Calories.
  - k. Fiber.
  - l. Carbohydrate

<p>j.being active k. being aggressive l.bedtime disruption</p> <p>60. Which of the following statements is TRUE according to the text?</p> <p>i.All TV programs are good for children. j.Children know what programs to watch. k. It is goof for a kid to watch TV all day long. l.Spending too much time for watching TV may cause kids inactive.</p> <p>61.It is hard for a child to sleep because ...</p> <p>i. the parents review TV's program j.the parents limit the time to watch TV k. the kid watches TV with his/her parents l.the kid watches too much TV at bedtime</p> <p><b>Integrated Pest Management</b></p> <p>There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.</p> <p>Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.</p> <p>Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.</p> <p>Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well. So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.</p> <p>Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and</p>	<p>Scuba diving is the most exhilarating experience I have ever had. The first time I went, the dark mirror of the water beckoned me to drop from the side of the boat. I jumped feet first and entered a brightly colored world populated with fish, plants, and objects I had never dreamed of.</p> <p>76. Which of the following best describes the mood of the author after having this experience?</p> <p>i. Bored j. Excited k. Anxious l. Serene</p> <p><b>Beautiful bag</b></p> <p>When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made. The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag</p> <p>77. What is the main idea of the last paragraph?</p> <p>i. The writer has a new bag. j. The bag is very functional. k. The bag has many pockets. l. The writer is satisfied with the bag</p> <p>78. "I've spent much money on a bag and I don't regret <u>it</u>". The underlined word refers to ...the bag.</p> <p>i. Having j. Seeing k. Buying l. Lovin</p> <p>79. What is the purpose of the text?</p>
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livestock.

62. Which of the following is not directly affected by pesticides used?

- i. Plants
- j. Ecology
- k. Animals.
- l. Human Beings

63. What can you say about paragraph two and four?

- i. The fourth paragraph supports the idea stated in paragraph two.
- j. Both paragraphs tell about the disadvantages of using pesticides.
- k. Both paragraphs tell about how pesticides affect the quality of farm products.
- l. The statement in paragraph is contrary to the statement in paragraph four.

64. One of the disadvantages of using chemical pesticides is ...

- i. killing fish and bees.
- j. increasing crops productivity.
- k. creating balanced ecosystem.
- l. causing the pests to become inactive

### **Job Description**

Being a teacher means great responsibility, discipline and creativity. The main job of teacher is teaching based on the field of knowledge he or she has. Teaching in this term is not only giving the knowledge but also delivering the knowledge, making the concept more understandable and giving evaluation.

However, to ensure the success of his or her function, teacher must also have other capabilities, such as : setting the curriculum, providing the right and easy way of learning, making assessment and evaluating. Teacher is sometimes asked to be more creative to develop knowledge. So being a good teacher should be able to have those abilities.

65. What is the main job of teacher ?

- i. Teaching
- j. Setting curriculum
- k. Making assessment
- l. Evaluating

- i. To retell the past event
- j. To entertain the readers
- k. To describe the writer's new bag
- l. To give instruction how to buy a bag

### **CAUTION**

**VOLCANIC FUMES ARE HAZAROUS TO YOUR HEALTH AND BE LIFE-THREATENING VISITORS WITH BREATHING AND HEART PROBLEMS, PREGNANT WOMEN AND YOUNG CHILDREN**

80. What is the caution about?

- i. The volcanoes and their effect
- j. The danger of volcanic fumes
- k. The women and their children's health.
- l. The pregnant visitors of the mountain.

81. Where do you usually find such a caution?

- i. At all public places with non domestic visitors
- j. Any places visited by tourists.
- k. On all the mountains with few visitors
- l. At the volcanoes for tourist resort

Dear Nan, We are having a great a holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain. After a while the cloud disappeared. And it became a sunny day. We then decided to go to the Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride. About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides. It was a top day. See you when you get back.

82. What is the letter about?

- i. Sam's holiday.

<p>66. What are other capabilities of teacher? Except ...</p> <ol style="list-style-type: none"> <li>Setting the curriculum</li> <li>Giving award for the best student</li> <li>Making understandable concept</li> <li>Giving the right way of learning</li> </ol> <p>French physicist Charles Fabry found ozone gas in the atmosphere in 1913. At room temperature, ozone is a colorless gas; it condenses to a dark blue liquid at -170 F. At temperatures above the boiling point of water, 212 F, it decomposes. Ozone is all around us. After a thunderstorm, or around electrical equipment, ozone is often detected as a sharp odor. Ozone is used as a strong oxidizing agent, a bleaching agent, and to sterilize drinking water. This gas is also highly reactive. For example, rubber insulation around a car's spark plug wires will need to be replaced eventually, due to the small amounts of ozone produced when electricity flows from the engine to the plug.</p> <p>67. These passages imply that:</p> <ol style="list-style-type: none"> <li>Ozone is the result of pollution.</li> <li>High ozone levels in the atmosphere will cause large numbers of people to buy new car batteries.</li> <li>Ozone has no practical uses.</li> <li>Ozone is a natural part of the Earth's atmosphere.</li> </ol> <p style="text-align: center;"><b>Giraffe</b></p> <p>Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.</p> <p>Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut</p>	<ol style="list-style-type: none"> <li>The Gold Coast.</li> <li>The Movie World.</li> <li>The Shower of Rain</li> </ol> <p>83. Where did Sam spend his holiday with his family?</p> <ol style="list-style-type: none"> <li>On the Gold Coast.</li> <li>In the Movie World.</li> <li>In Lethal Weapon.</li> <li>At the Police Academy.</li> </ol> <p>ANEOLIA: The Expert in gas analysis Aneolia is a French company specializing in instrumentation for gas measurement, and packaging control. Our key customers are Food and Medical Companies, Heavy Industries, and Conservation of Works of Art. Our technical team takes care of the calibration of all brands of gas analysers. We also repair all generation of abiss® instruments. We guaranty a fast and maximum service reactivity. Permanent telephone assistance, maintenance within 48 hours after reception of devices at workshop.</p> <p>84. What is the text about?</p> <ol style="list-style-type: none"> <li>French Fries.</li> <li>F &amp; B Restaurant.</li> <li>Gas Analysis Company.</li> <li>Telephone Assistance.</li> </ol> <p>Jazz is a peculiarly American contribution to Western culture. It was born out of the unique experience of American Blacks. Although its history is not entirely clear, jazz obviously has roots in the rhythm patterns and melodic lines of Africa, the tradition of Christian spirituals as sung by slave communities, the music of the blues as developed in the Deep South, and ragtime.</p> <p>85. According to this passage, one can conclude that:</p> <ol style="list-style-type: none"> <li>Jazz is the sole Black contribution to Western culture.</li> <li>There is some difficulty tracing the origin of jazz.</li> <li>Jazz is most closely related to spiritual music.</li> <li>Jazz is not a complex musical form.</li> </ol> <p>The price of our 12-amp cable has been</p>
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branches which are very hard. Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

68. The text tells us about?

- i. Giraffe's reproduction
- j. The strange animals
- k. The highest animal
- l. Baby giraffe

69. The unique characteristic of giraffe is?

- i. Two horns on its head
- j. Their long neck
- k. Brown spot
- l. Their food

70. The second paragraph mainly discussed about?

- i. Giraffe's food
- j. Giraffe's characteristic
- k. Giraffe's life
- l. Giraffe's reproduction

Dear Kartika

Our sincere Congratulations on your success as The Best Washington City Journalist 2009.

This will support you to write more articles.

The manager and staff of

Moonlight Publisher

71. What does Kartika do? She is a ...

- i. Staff
- j. Manager
- k. Journalist
- l. Publisher

72. The text is written in order to ...

- i. congratulate Kartika on her success.
- j. inform people about the best journalist.
- k. tell people to congratulate Kartika.
- l. invite people to come to the Moonlight

reduced by 40 percent, from \$3.40 to \$2.04 per meter. Any additional sales or promotional discounts should be deducted from this new base price. Please notify your clients of this change by the close of business today. Because of a clause in tax laws introduced this year, it will be to their advantage to increase their inventories.

86. What should the Sales Department do?

- i. Inform customers of a price change
- j. Revise sales projections
- k. Raise the price on installations
- l. Add applicable taxes to them

There are two kinds of jewelry that I do. There is commercial jewelry--class rings, necklaces, the kinds of things most people wear. I sell these items to meet my expenses for raw materials, supplies, and to make my living. The other, more creative work I do makes me feel that I am developing as a craftsperson.

87. The author of this passage implies that:

- i. Artists are poor.
- j. There is no market for creative work.
- k. Commercial and creative work fulfills different needs for the artist.
- l. Rings and necklaces can not be creative

## APPENDIX 6

### KEY ANSWERS

#### PRE TEST

- |       |       |
|-------|-------|
| 1. B  | 16. B |
| 2. C  | 17. A |
| 3. C  | 18. B |
| 4. A  | 19. C |
| 5. B  | 20. B |
| 6. D  | 21. A |
| 7. C  | 22. B |
| 8. A  | 23. D |
| 9. A  | 24. C |
| 10. D | 25. B |
| 11. C | 26. D |
| 12. A | 27. B |
| 13. C | 28. C |
| 14. A | 29. A |
| 15. D | 30. C |

#### POST TEST I

- |       |       |
|-------|-------|
| 1. D  | 16. D |
| 2. A  | 17. B |
| 3. B  | 18. C |
| 4. C  | 19. B |
| 5. D  | 20. D |
| 6. B  | 21. B |
| 7. A  | 22. C |
| 8. A  | 23. B |
| 9. A  | 24. A |
| 10. C | 25. B |
| 11. A | 26. C |
| 12. C | 27. C |
| 13. D | 28. C |
| 14. A | 29. C |
| 15. B | 30. A |

#### POST TEST II

- |              |              |
|--------------|--------------|
| 1. C         | 16. C        |
| 2. B         | 17. A        |
| 3. D         | 18. C        |
| 4. B         | 19. B        |
| 5. D         | <b>20. B</b> |
| 6. B         | 21. C        |
| 7. A         | 22. C        |
| 8. A         | 23. B        |
| 9. B         | 24. D        |
| <b>10. D</b> | 25. A        |
| 11. C        | 26. A        |
| 12. B        | 27. C        |
| 13. A        | 28. D        |
| 14. C        | 29. A        |
| 15. A        | <b>30. C</b> |

**APPENDIX 7****THE QUANTITATIVE DATA**

<b>No</b>	<b>Name</b>	<b>PRE TEST</b>	<b>CYCLE I</b>	<b>CYCLE II</b>
		<b>Score</b>	<b>Score</b>	<b>Score</b>
<b>1</b>	<b>Annggi Bahri</b>	<b>80</b>	<b>87</b>	<b>87</b>
<b>2</b>	<b>Annisa Karolina</b>	<b>83</b>	<b>90</b>	<b>90</b>
<b>3</b>	<b>Dwi Dayanti</b>	50	60	63
<b>4</b>	<b>Fajar Handika</b>	53	63	73
<b>5</b>	<b>Husnul Mubarak</b>	67	<b>80</b>	<b>83</b>
<b>6</b>	<b>Ismi Nurul Islamiyah</b>	<b>83</b>	<b>90</b>	<b>100</b>
<b>7</b>	<b>Jermiina Harahap</b>	<b>87</b>	<b>93</b>	<b>97</b>
<b>8</b>	<b>Mayang Sari</b>	57	63	<b>83</b>
<b>9</b>	<b>Mhd. Yudi</b>	63	67	<b>80</b>
<b>10</b>	<b>Muhammad Abrohman</b>	40	50	67
<b>11</b>	<b>Muhammad Basri</b>	<b>90</b>	<b>100</b>	<b>100</b>
<b>12</b>	<b>Nuri Andayani</b>	57	60	<b>83</b>
<b>13</b>	<b>Putri Ramadani</b>	73	<b>83</b>	<b>90</b>
<b>14</b>	<b>Rafi Afrizal</b>	63	67	<b>80</b>
<b>15</b>	<b>Rendianto</b>	47	50	<b>80</b>
<b>16</b>	<b>Winda Afrianti</b>	67	73	<b>90</b>
<b>17</b>	<b>Yohana Syafitri S.</b>	50	57	<b>83</b>
<b>18</b>	<b>Nilam Fauziah Nst</b>	40	53	63
<b>19</b>	<b>Paradiba</b>	67	70	<b>87</b>
<b>20</b>	<b>Aisyah Putri Islamidina</b>	60	70	<b>87</b>
<b>21</b>	<b>Putri Utami</b>	53	67	<b>83</b>
<b>22</b>	<b>Muhammad Ideham</b>	73	<b>77</b>	<b>87</b>
<b>23</b>	<b>Imam Al-Fathonah</b>	<b>90</b>	<b>100</b>	<b>100</b>
<b>Total <math>\Sigma x</math></b>		<b>1493</b>	<b>1670</b>	<b>1936</b>
<b>The mean score</b>		<b>64,91</b>	<b>72,60</b>	<b>84,17</b>